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ABSTRACT

The Minigrant Program for the Academically Gifted was established to provide the necessary support and instructional challenges to disadvantaged minority students capable of superior academic performance. During the 1979-1980 school year, 500 gifted or talented elementary and junior high school students were served. Additional program components included screening and identifying qualifying students and staff development. The Minigrant Program was evaluated according to a model which called for the comparison of stated objectives to actual outcomes. Findings indicated that screening was accomplished as planned. Staff development sessions were held monthly and were considered helpful by 96 percent of participating teachers. Standardized measures of the academic achievement of a sample of participating students indicated higher post-test percentile rankings than pre-test. Samples of relevant program documents and evaluative data are appended. (MK)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - PHASE III

E. S. E. A. TITLE IV-C

Final Evaluation Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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FEBRUARY 1981

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - PHASE III

Interim Report

1979-1980

Prepared by
DIvision of Research, Planning and Evaluation

1979-1980

MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - III

Patsy Blackshear, Project Director

GRANTS ADMINISTRATION BRANCH
DIVISION OF PROGRAM DEVELOPMENT

Sara Himes	ESEA Title IV Coordinator
Bernice Tillett	Title IV, Part C Coordinator

DIVISION OF RESEARCH, PLANNING AND EVALUATION

Mildred P. Cooper	Assistant Superintendent
June Bland	Assistant for Evaluation

TITLE IV-PART C EVALUATION UNIT

Marcia McBeath	Director
Leslie Smart	Education Research Assistant
Mark Arenas	Research Assistant
Virginia Wise	Administrative Clerk

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SUMMARY AND FINDINGS

Title

Minigrant Program for the Academically Gifted

Project Director

Pasty Baker Blackshear

Project Location

Each of the six regions of the District of Columbia Public Schools are represented by one elementary and one junior high school. Some project levels encompass a joint project of two or more schools.

Target Population

The project is designed to serve approximately 500 elementary and junior high level students who have been identified as demonstrating or having potential for superior academic achievement.

Background

Socio-economically disadvantaged students who may be considered gifted or talented have traditionally had limited access to programs that would assist them in developing to their fullest potential. The Minigrant Program seeks to provide the necessary support and instructional challenges to minority students capable of superior performance.

Description of Program

More than 500 students (a majority of which come from Title I Schools), who have been identified as being in the top 10% of their classes are participating in the program. There are 12 projects with 53 staff members in 14 schools. All of the programs emphasize mathematics and language arts using a curricular approach compatible with the needs and talents of the school. Administrative staff provides continuous technical assistance and direction to each site.

Stated Objectives

The Minigrant Program will address the identified needs by continuing financial support for the twelve school based projects for the academically gifted with the objectives listed below. These objectives will be augmented by the behavioral objectives for students, which will be included in the proposals submitted by the pilot projects to the Gifted/Talented Education Program.

1. Each minigrant project coordinator, with assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will:

   A. Identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year

B. Develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year.

C. Implement the revised project design during the 1979-80 school year.

2. The Minigrant Program coordinator and resource teachers will conduct staff development and monitoring services for the twelve minigrant projects during the funding period.

3. The Minigrant Program coordinator will evaluate the twelve minigrant projects and their progress toward the goals and objectives stated in the pilot project proposals.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools.

Findings

1. Screening was accomplished as planned with approximately 10% of the students in project schools identified for a program.

2. Project coordinators prepared proposals, yearly action plans, and an instructional plan for the first nine weeks of school.

3. Twelve school based projects, two in each of the six regions, are in operation.

4. Staff development sessions were held on an average of once a month, covered the prescribed topics, and were considered helpful by at least 96% of the participants.

5. Monitoring occurred regularly and showed that all projects demonstrated progress toward their goals and objectives.

6. In a sampling to measure academic progress of 83 students representing all of the students in grades 1-4 and 7-8 from whom standardized pre- and posttest data were provided, all grades in mathematics and 5 of the 6 grades in reading showed higher posttest percentile rankings than pretest.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the MINIGRANT PROGRAM FOR THE ACADEMICALLY GIFTED - PHASE III is to encourage and support pilot projects for gifted and talented students in each of the six regions of the District of Columbia Public Schools, with a special emphasis on Title I schools.

Need - The need for such projects arose from the realization that disadvantaged children who are also gifted and talented frequently do not have access to programs appropriate to their academic potential.

History - In 1976 a District of Columbia Board of Education Policy Statement on the Education of the Gifted and Talented emphasized the need for programs for the gifted and talented.

In 1977 a survey showed that only 11 identified programs addressed the needs of the gifted and talented in the 200 District of Columbia Public Schools.

In the fall of 1977 the Gifted and Talented Education Advisory Council for the District of Columbia Public Schools was established for general planning and assistance in the development of minigrant guidelines. The committee was comprised of a cross section of people representing community organizations and the school system.

Also by the fall of 1977 a Resource Cadre consisting of 25 parents, principals, and teachers was established to provide technical assistance to the minigrant proposal writers.

A proposal to develop and operationalize a comprehensive state plan, a training program, and an exemplary project for academically gifted students was submitted to the U.S. Office of Education and a proposal to support the minigrant projects was submitted to the ESEA - Title IV-C Office.

1977-78 was a planning year. The proposals were funded and the program began operation during the 1978-79 school year with 332 students in grades K-3 and 7. During the 1979-80 school year, the program included students in grades K-4 and 7-8.

Description of Project

Target Population - The minigrant program has been established to support two projects for the academically gifted and talented in each of the six regions, with one project at the elementary level and one at the junior high level in each region. Most students are in Title I schools. In some cases more than one elementary or junior high school in a region collaborated to arrive at a joint project. There are approximately 500 students in the project.

Staffing - There are presently 12 schools, and 53 teachers, counselors and other directly involved staff in the Title IV-C program, each project headed by a coordinator and each offering a curricular approach compatible with the

needs and talents of the school and emphasizing mathematics and language arts. There is one additional school project supported by an Office of Education grant. Program staff consists of the program director and two assistants; a Title IV resource teacher and a District of Columbia Public Schools resource teacher. This staff assists project coordinators in the identification of students, in program planning and in program implementation. They also provide technical assistance through on-site monitoring and promote general awareness of the program through dissemination activities.

Similarities and Differences of the Minigrant Program - The programs vary according to the talents and resources of both the staff and the students and may include emphasis on language arts, mathematics, science, music, English and social studies.

The project staff provides for uniformity through technical assistance which emphasizes three characteristics: (1) a multiple criteria selection process, (2) a curriculum differentiated from the regular program and containing elements of critical thinking and problem solving and (3) staff development which is directed toward increasing proficiency in academic areas and encouraging the flexibility required for working with gifted and talented students. Instruction is based on one of the theoretical models presented during staff development sessions.

Stated Objectives

The Minigrant Program will address the identified needs by continuing financial support for the twelve school-based projects for the academically gifted with the objectives listed below. These objectives will be augmented by the behavioral objectives for students, which will be included in the proposals submitted by the pilot projects to the Gifted/Talented Education Program.

A. Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will:

   1. Identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year.

   2. Develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year.

   3. Implement the revised project design during the 1979-80 school year.

B. The Minigrant Program coordinator and resource teachers will conduct staff development and monitoring services for the twelve minigrant projects during the funding period.

C. The Minigrant Program coordinator will evaluate the twelve minigrant projects and their progress toward the goals and objectives stated in the pilot project proposals.

EXTERNAL EVALUATION DESIGN

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools. The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements of discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the Appendix, a summary of performance agreement, and analyses/conclusions/implications for each objective. (See Appendix A.)

RESULTS

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

oal: To provide a catalyst for establishing citywide services for the gifted and talented.

bjective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

INPUTS

INTENDED	MONITORING	OBSERVED
bjective A-1		
1. Materials for screening in the project schools: standardized test data, grades, creativity test data and nominations for all kindergarteners, 6th graders, and students in 1-4 and 7th grades who were not previously screened.	Agreement	1. Material for screening was in the project schools.
2. Baldwin Identification Matrices (BIM) for screening in the project schools all grade-eligible students not previously screened	Agreement	2. The Baldwin Identification Matrices were in all the project schools.
3. Personnel to perform the identification tasks	Agreement	3. Personnel to perform the identification tasks (substitutes and project staff) were in all the identified schools.
bjective A-2		
4. Schedule to accommodate team planning	Agreement	4. A schedule was set up to provide one week of team planning during the summer followed by ½ day Saturday during the school year.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I (continued)

al: To provide a catalyst for establishing citywide services for the gifted and talented.

jective: A - Each minigrant project coordinator, with the assistance of counsultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

INPUTS

INTENDED	MONITORING	OBSERVED
. Project feedback data from the 1978-79 school year	Agreement	5. Feedback data was available through interim reports and observation reports.
jective A-3		
. Sufficient/adequate rooms, materials, and equipment to implement the project	Discrepancy	6. There was a problem with materials which had to be reordered with the new accounting system. Most projects were continuation projects that had some materials from last year. About one-half of the 1979-80 year's order had come in by the end of the school year.
. Staff to implement the projects	Agreement	7. Staff was available to implement the projects.
. Students grouped according to their capabilities	Agreement	8. Students were grouped according to their capabilities. Schedules showed that students met as groups.
. First draft of Gifted and Talented (G/T) mathematics and language arts curriculum	Agreement	9. The first draft of the G/T mathematics and language arts curriculum was available for use by project teachers.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

al: To provide a catalyst for establishing citywide services for the gifted and talented.

jective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

PROCESSES

INTENDED	MONITORING	OBSERVED
jective A-1		
1. Substitutes who will be performing the identification tasks will be selected and trained prior to the beginning of the 1979-80 school year.	Agreement	1. Substitutes were selected and trained before school began in the fall.
2. Prior to the beginning of the 1979-80 school year, the CTBS will be administered to all 1-3 and 6-7 grade students in the project schools and recorded on a BIM.	Agreement	2. The CTBS had been administered to all of the students in grades 1-3 and 6-7 in the project schools during the previous year. Their scores were recorded on a BIM.
3. At the beginning of the 1979-80 school year, the Metropolitan Readiness Test (MRT) will be administered to all kindergarteners in the project schools and scores recorded on a BIM.	Agreement	3. The MRT was administered to all kindergarteners in the project schools in the fall of 1979, and scores recorded on a BIM.
4. At the beginning of the 1979-80 school year, the Boehm Assessment Battery will be administered to all pre-kindergarteners in the project schools and scores recorded on a BIM.	Discrepancy	4. Since the Boehm took too long to administer, a skills check list was substituted. This was administered to kindergarteners in September 1979, and the results recorded on a BIM.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II (continued)

oal: To provide a catalyst for establishing citywide services for the gifted and talented.

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PROCESSES

INTENDED	MONITORING	OBSERVED
5. Prior to the beginning of the 1979-80 school year, the creativity test will be administered to all 1-3 and 6-7 grade students in the project schools, kindergarteners will be tested in September 1979, and all scores will be recorded on a BIM.	Agreement	5. The creativity test was administered to all K-3 and 6-7 grade students and results recorded on a BIM.
6. Prior to the beginning of the 1979-80 school year, report card grades of all kindergarten through 3 and 6-7 grade students in the project schools will be recorded on a BIM.	Agreement	6. Report card grades were recorded on the BIM before the beginning of the 1979-80 school year for all K-3 and 6-7 grade students in the project schools.
7. Prior to the beginning of the 1979-80 school year, nominations of pre-kindergarten through 3 and 6-7 grade students in the project schools will be recorded on a BIM.	Agreement	7. Nominations made previous to the opening of school, 1979-80, were recorded on the BIM sheets of all pre-kindergarten through 3 and 6-7 grades.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II (continued)

Goal: To provide a catalyst for establishing citywide services for the gifted and talented.

Objective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

PROCESSES		
INTENDED	MONITORING	OBSERVED
8. Prior to the beginning of the 1979-80 school year, and in September 1979 for kindergarteners, selection of the students for the program will be made - those with the top 10% BIM scores.	Agreement	8. Selections were made based on the required criteria - the top 10% of BIM scores.
9. Prior to the beginning of the 1979-80 school year, lists of identified students will be sent to parents, regional offices, and school where the child will be participating.	Agreement	9. Parents, regional offices and participating schools were notified of the names of eligible students.
Objective A-2		
10. During the spring and summer of 1979, project coordinators will work on project designs at workshops and at school sites using feedback data from the 1978-79 school year.	Agreement	10. During the spring and summer of 1979, project coordinators worked on project designs.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II (continued)

oal: To provide a catalyst for establishing citywide services for the gifted and talented.

bjective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

PROCESSES

INTENDED	MONITORING	OBSERVED
bjective A-3		
11. Formal and differentiated instruction will begin in October and continue at least 3 times per week throughout the school year.	Agreement	11. Special instruction designed for the Gifted and Talented projects took place at least 3 times a week.
12. Staff from the Gifted and Talented Program will monitor the projects to assure compliance with the revised project design	Agreement	12. Staff from the G/T program monitored the projects and checked on compliance with the revised design.

Reporting Form

PART III

Goal: To provide a catalyst for establishing citywide services for the gifted and talented.

Objective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

OUTCOMES

INTENDED	MONITORING	OBSERVED
Objective A-1		
1. Records will show that screening has been accomplished as described.	Agreement	1. A review of the records on June 27, 1980 showed that screening, using the BIM scores was accomplished to determine eligibility for participation.(See Appendix B for student identification schedule. See Appendix C for sample of completed BIM.)
2. Records will show that approximately ten percent of the project schools' population have been identified by BIM scores as qualified to participate in the projects.	Agreement	2. A review of the records on June 27, 1980 showed that approximately 10% of the project schools' popluation were identified as planned.
Objective A-2		
3. Records will show that all project coordinators have produced project designs including modifications based upon feedback received during the 1978-79 school year. Project designs will include proposal, yearly action plan, and an instructional plan for the first weeks of school.	Agreement	3. A review of records on June 27, 1980 showed that project coordinators redid their proposals, put their information in a form to be used, i.e. yearly action plan by months, and completed their 9-week plans to start them off in September. (See Appendix D for summary page of one proposal; See Appendix E for first and last pages of one yearly action plan; See Appendix F for one page of nine week instructional plan.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III (continued)

Goal: To provide a catalyst for establishing citywide services for the gifted and talented.

Objective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

OUTCOMES

INTENDED	MONITORING	OBSERVED
Objective A-3		
4. Records will show that twelve school based projects, two in each region, are in operation and are following the revised project design.	Agreement	4. A review of monitoring reports on June 27, 1980, showed that the projects are in operation. The monitoring reports examine the instructional process and assess major goals and specific objectives (See Appendix G for description of projects.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a catalyst for establishing citywide services for the gifted and talented.

Objective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modificationa based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

OBSERVED INPUTS/OBSERVED PROCESSES

Materials for screening, personnel to perform the tasks, and the Baldwin Identification Matrices (BIM) for recording data, were all available in time for the screening be carried out. Project coordinators had feedback available from the 1978-79 school ye and a schedule was arranged to give them time for planning. Thus, they were able to wo on project designs. In implementing the projects, there was a problem with materials ordered not arriving on time. Continuation projects had some materials from the previo year but only half of the reordered materials arrived by the end of the school year. There was sufficient space and staff to implement the project, students were grouped according to their capabilities, a draft of the G/T mathematics and language arts curriculum was available, allowing formal instruction to be carried out. Monitoring assured compliance with the project design.

OBSERVED PROCESSES/OBSERVED OUTCOMES

With the screening carried out as planned, approximately 10% of the project school population were identified to participate. The only planned instrument not used was th Boehm Assessment Battery for pre-kindergarteners; a skills check list was substituted t save administrative time. Using feedback from the previous year, project coordinators produced project designs which included a proposal, a yearly action plan and a nine wee instructional plan. Formal and differentiated instruction began in October and continu at least three times a week. Monitoring of projects was carried out and showed that th projects were in operation as planned.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To provide a catalyst for establishing citywide services for the gifted and talented.

Objective: A - Each minigrant project coordinator, with the assistance of consultants, staff from the Gifted and Talented Education Program, and staff members in the pilot school will: (1) identify students who will participate in the program for school year 1979-80, prior to the beginning of the 1979-80 school year; (2) develop, during the spring and summer of 1979, project designs which include modifications based upon feedback received during the 1978-79 school year; (3) implement the revised project design during the 1979-80 school year.

ANALYSES/CONCLUSIONS/IMPLICATIONS

Objective A, as stated in the proposal, was met. Students were identified, project designs and plans were prepared, and one program at the elementary level, and one at the junior high school level were implemented in each of the six regions. The only discrepancy between intended and observed data was the non-receipt of some of the ordered materials. Apparently, teachers were able to compensate for this either by using materials left from the previous year or by preparing or adapting their own. With all the other aspects of the program proceeding smoothly, services for Gifted and Talented were provided.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants' Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To provide a catalyst for establishing citywide services for the gifted and talented

Objective: B - The Minigrant Program Coordinator and resource teachers will conduct staff development and monitoring services for the twelve minigrant projects during the funding period.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Schedules for staff development sessions	Agreement	1. Schedules for staff development sessions have been established.
2. Materials for staff development sessions	Agreement	2. Materials for staff development sessions are available.
3. Trained presenters for staff development sessions	Agreement	3. Trained presenters for staff development are selected.
4. Check lists for monitoring	Agreement	4. Check lists for monitoring projects have been developed.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a catalyst for establishing citywide services for the gifted and talented

Objective: B - The Minigrant Program Coordinator and resource teachers will conduct staff development and monitoring services for the twelve minigrant projects during the funding period.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Staff development sessions will be held once a month.	Agreement	1. Staff development was held once a month alternating a full day presentation with ½ day meeting with coordinators for assessment and input.
2. Staff development topics will focus on aspects of differentiating instruction.	Agreement	2. The three full day presentations were: (1) Differenting Instruction Generally; (2) Differentiating Instruction for the Underachiever, and (3) Differentiating Instruction in Mathematics.
3. Project personnel will complete evaluation forms at each staff development session.	Agreement	3. Evaluation forms were completed at each session.
4. Monitoring will occur on an average of once a month, alternating between project staff and G/T staff.	Discrepancy	4. Some of the internal monitoring (that done by project staff) was not done on a regular basis. G/T staff monitored regularly as planned.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

oal: To provide a catalyst for establishing citywide services for the gifted and talented.

bjective: B — The Minigrant Program Coordinator and resource teachers will conduct staff development and monitoring services for the twelve minigrant projects during the funding period.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that staff development sessions were held once a month and covered the prescribed topics.	Agreement	1. Attendance and evaluation records from 6 of the sessions were reviewed on June 27, 1980, showing that staff development sessions were held at least once a month during the school year. (See Appendix H.)
2. Records will show that monitoring services were provided regularly.	Agreement	2. The staff of the G/T program monitored minigrant projects bimonthly. Additionally, some projects, school staff monitored on a regular basis. In others it was done irregularly. (See Appendix I for sample monitoring record. See Appendix J for sample status report.)
3. Over 80% of the staff attending	Agreement	3. At most of the staff development sessions, an evaluation form was used. (See Appendix K.) Results of the ratings from six of the sessions showed that 96%-100% of the responses for each of the objectively-rated questions were in the high or very high range. (See Appendix L.) At one session where a written evaluation without a form was requested, all participants made positive, and usually glowing, statements about the presentation. Responses to open-ended questions on the evaluation sheets generally followed the same pattern.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To provide a catalyst for establishing citywide services for the gifted and talented.

Objective: B - The Minigrant Program Coordinator and resource teachers will conduct staff development and monitoring services for the twelve minigrant projects during the funding period.

OBSERVED INPUTS/OBSERVED PROCESSES

Schedules for staff development were set, materials available, and presenters selected, allowing for the staff development sessions to be held as planned. Check lists for project monitoring were developed and the monitoring was carried out.

OBSERVED PROCESSES/OBSERVED OUTCOMES

Staff development sessions on aspects of differentiating instruction were held on a monthly basis. The evaluation forms completed by staff attending the sessions showed that the staff considered the sessions to be helpful to them. Monitoring services were provided regularly with feedback to minigrant teachers and coordinators.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

To provide a catalyst for establishing citywide services for the gifted and talented.

tive: B - The Minigrant Program Coordinator and resource teachers will conduct staff development and monitoring services for the twelve minigrant projects during the funding period.

ANALYSES/CONCLUSIONS/IMPLICATIONS

As stated in Objective B, the twelve minigrant projects were provided with staff opment and monitoring services during the 1979-80 year with teachers finding the development sessions helpful. Although there was a discrepancy in that the amount ternal monitoring provided by project staff was not always done on a regular basis, /T staff consistently monitored the projects and provided the minigrant personnel feedback. Thus, Objective B was met.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, chool Board, and Grants' Administration to aid them in their decision making con- ng this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

oal: To provide a catalyst for establishing citywide services for the gifted and talented.

bjective: C - The Minigrant Program Coordinator will evaluate the twelve minigrant projects and their progress toward the goals and objectives stated in the pilot project proposals.

INPUTS

INTENDED	MONITORING	OBSERVED
. Recorded goals and objectives for each project	Agreement	1. Goals and objectives were recorded for each project
. Assessment schedule	Agreement	2. An assessment schedule was set up.
. Forms for evaluating minigrant projects	Agreement	3. Evaluation forms were developed.
. Time allocated for project and G/T staff to conduct assessments	Discrepancy	4. Since teachers were not paid by the program and time was not always allowed by school scheduling, staff of the various projects were not always able to conduct assessments. G/T staff found it difficult, too, but they made the time.
5. Forms for collecting sampling of student evaluation results	Discrepancy	5. Forms were not developed for collecting student achievement data, but project personnel were able to collect samplings of evaluation results in other ways.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To provide a catalyst for establishing citywide services for the gifted and talented.

Objective: C - The Minigrant Program Coordinator will evaluate the twelve minigrant projects and their progress toward the goals and objectives stated in the pilot project proposals.

PROCESSES

INTENDED	MONITORING	OBSERVED
. Minigrant Program Coordinator and Resource Teachers will meet with each Project Coordinator to discuss and record progress toward goals and objectives.	Agreement	1. Progress toward goals and objectives was recorded during the monthly meetings and at monitoring sessions.
. Program Coordinator and Resource Teachers will collect samplings of students' achievement data in May, 1980.	Agreement	2. Samplings of student achievement data were collected from student records, testing office records and Title I records.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

al: To provide a catalyst for establishing citywide services for the gifted and talented.

jective: C - The Minigrant Program Coordinator will evaluate the twelve minigrant projects and their progress toward the goals and objectives stated in the pilot project proposals.

OUTCOMES

INTENDED	MONITORING	OBSERVED
Records will show that all projects have shown progress toward their goals and objectives by the end of the school year.	Agreement	1. Monitoring reports reviewed on June 27, 1980, showed that all projects demonstrated progress toward their goal and objectives by the end of the school year.
Students in the sample evaluated will end the year with a higher mean standard score converted to percentile, than that of the previous year, in mathematics and reading on the CTBS.	Agreement	2. In a sampling of 83 students (grades 1-4 and 7-8), representing all of the students from whom pre- and posttest data were provided, all grades in mathematics and 5 of the 6 grades in reading showed higher posttest percentiles than pretest. (See Appendix M.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

al: To provide a catalyst for establishing citywide services for the gifted and talented.

jective: C - The Minigrant Program Coordinator will evaluate the twelve minigrant projects and their progress toward the goals and objectives stated in the pilot project proposals.

SERVED INPUTS/OBSERVED PROCESSES

Goals and objectives were recorded, schedules set and forms for evaluating mini-
ant projects developed, allowing the program coordinator and resource teachers to
et with project coordinators. It was sometimes difficult to schedule such meetings
ce teachers were not paid by the program and had other commitments. Forms were
developed for collecting samplings of student evaluation data, but data were collec-
without the forms.

SERVED PROCESSES/OBSERVED OUTCOMES

By meeting individually with project coordinators during the monthly staff develop-
t sessions and at monitoring sessions, Minigrant Program Coordinator and resource
chers were able to discuss and observe progress made toward goals and objectives.
dent evaluation data showed that the staff development sessions and the gifted pro-
m curriculum were related in a positive way to student achievement.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

l: To provide a catalyst for establishing citywide services for the gifted and talented.

ective: C - The Minigrant Program Coordinator will evaluate the twelve minigrant projects and their progress toward the goals and objectives stated in the pilot project proposals.

ANALYSES/CONCLUSIONS/IMPLICATIONS

The monitoring reports and results of student testing show that the minigrant pro- m coordinator did evaluate the projects and fulfilled Objective C. The results of student academic assessment show that minigrant project students are demonstrating rovement in their reading and mathematics. It can be concluded that the Minigrant gram for Gifted/Talented Students is having a positive effect on both staff and stu- ts.

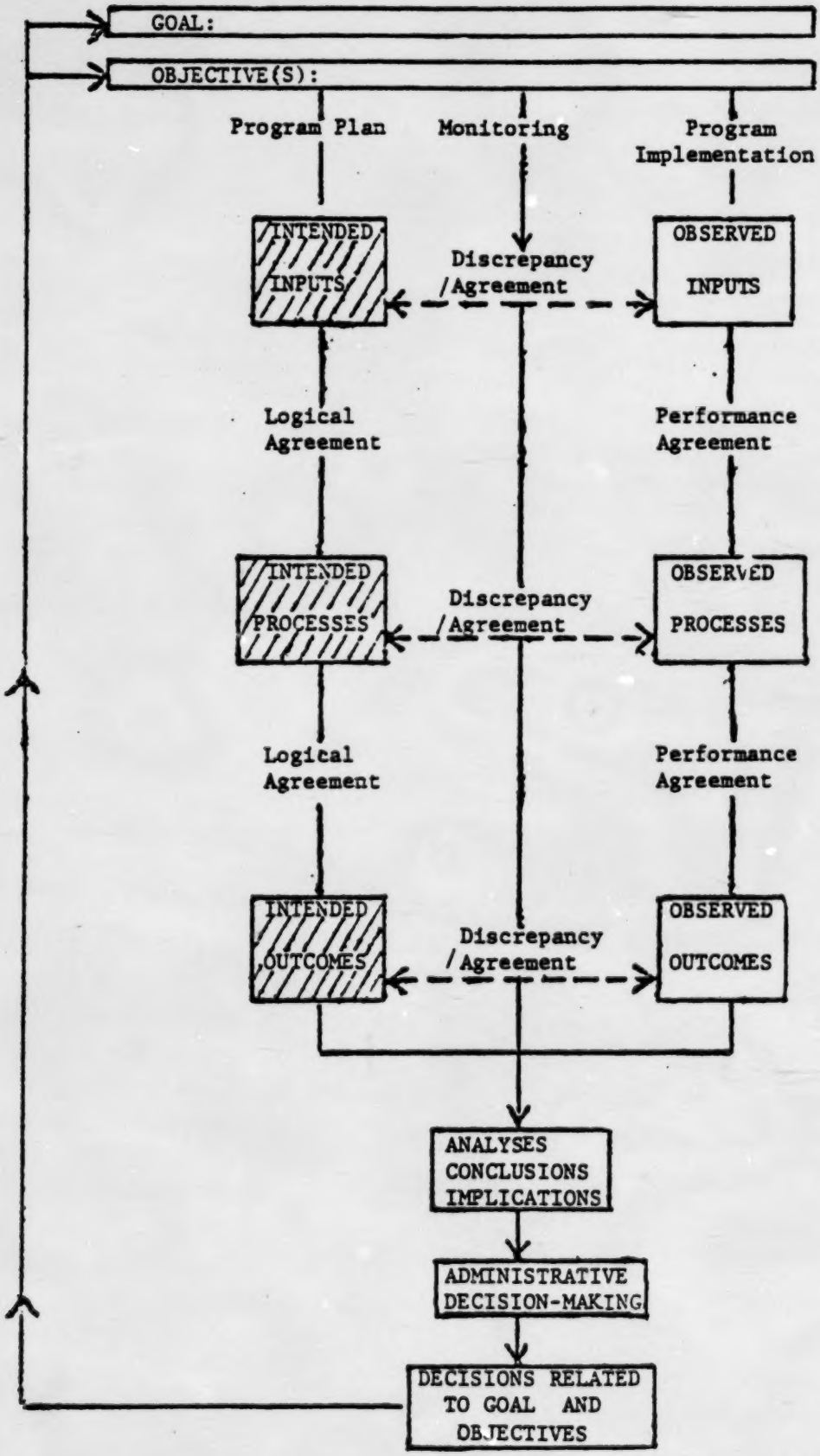
DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, School Board, and Grants' Administration to aid them in their decision making con- ning this project.

APPENDIX A

Evaluation Model Schematic

EVALUATION MODEL SCHEMATIC



DRE

APPENDIX B

Student Identification Schedule

SY 79-80 Schedule for Student Identification

Tasks	Deadline Dates									
	4/20	4/27	5/4	5/11	5/18	5/25	6/1	9/11	9/28	10/5
1. Obtain listing of all students in the present target grades with summary (from 1st-3rd Advisory) of 8 or better in the subject(s) of focus	X									
2. List all CTBS Math/Language Arts scores on summary list for: a. Grades being reassessed b. New grades being added		X								
3. Administer creativity test		X								
4. Administer Bohem Assessment Battery		X								
5. Administer Nomination Checklist		X								
6. Assess Creativity Test and place on summary listing			X							
7. Tabulate Nomination results and place on summary listing				X						
8. Set up class ranges for BIM'S for scores on a. CTBS b. Creativity test c. Bohem					X					
9. Place all data on BIM'S and pull top 10%						X				
10. For top 10% population: a. Complete Interest Inventory b. Submit and Collect Parent Permission and Home Assessment Forms c. Teacher Assessment Form							X			
TO IDENTIFY K STUDENTS FOR SCHOOLS WITH NO PK CLASSES										
11. Administer a. creativity test b. Bohem c. Parent Nomination								X		
12. Place all data on BIM'S and pull top 10%									X	
13. Submit and collect Interest Inventory and have Assessment										X

ATTACHMENT 4

BIM - Baldwin Identification Matrix

APPENDIX C

Sample of Completed Baldwin
Identification Matrix (BIM)

Baldwin Identification Matrix (BIM)

ADAPTED FOR USE BY:

DATE April-May 1979

STUDENT XXXXXXXXXXXX

SCHOOL Emery

AGE GRADE 2 SEX F

SCHOOL DISTRICT:

ASSESSMENT ITEMS	SCORES 5	4	3	2	1	B-NA
1. Circle				✓ 35		
2. CTBS Reading	✓ 93					
3. CTBS Math			✓ 69			
4. Grade			✓ 3			
5. Nomination				✓ PR.T		
6.						
7.						
8.						
9.						
10.						
11.						
COLUMN TALLY OF CHECKS	1		2	2		
WEIGHT	x 5	x 4	x 3	x 2	x 1	
ADD ACROSS	5 +	+	6 +	4 +		= 15
TOTAL SCORE	39					

©1977

OVER →

APPENDIX D

Summary Page of a Sample Minigrant Proposal for a Gifted/Talented Program

SECTION A

Brief Summary of Proposal Program (Please confine summary to this page)

The major goal of this year's program is to develop the kind of learning environment described by John D. Mulhern. A learning environment that:

Demands excellence
Fosters creativity
Requires critical thinking
Poses "real" problems
Promotes self-directed learning
Permits individual pacing
Encourages self-identity
Rewards risk taking
Allows "dreaming"

This program will capitalize on the gifted child's high ability in observation, memory, reasoning, relational thinking and knowledge and use of words by providing him with a wide curriculum with many imaginative and informative experiences and trips so that he can develop himself and begin to realize areas for his future career.

The program will be closely correlated with the Competency Based Curriculum Guides for the following areas: language arts/reading, mathematics, and science/social studies. The G/T teachers will build on and provide enrichment for the regular program through further instruction, practical experiences, experiments, projects, field trips and support persons from other institutions, the community and organizations. Such things can neither be dealt with to this extent nor in each child's area(s) of interest and talent in the regular program.

Teaching strategies will include flexible grouping, learning centers, independent study, teacher directed activities, contracting, and special projects. Regular assessments will be made of the program as well as the pupil's progress. Each pupil will receive counseling regularly.

A newsletter by teacher and pupils will be used to share program news with others.

The program will service grades one, two, three, four, and kindergarten.

The broad objectives of the program are to: (1) provide an enrichment program that is differentiated from the regular program through the use of higher level thinking skills, emphasis on the affective domain and encouragement in areas of special interest for the underachieving gifted and the gifted from low socioeconomic background; (2) learn to respond to open-ended questions; (3) learn to identify and focus on problems, find an outlet for the problem and a method to solve it; (4) learn to cope with giftedness, develop a positive self-image and good relationships with peers and adults.

APPENDIX E

First and Last Pages of a
Sample Yearly Action Plan

GIFTED AND TALENTED EDUCATION PROGRAM

Yearly Action Plan
September 1979 - June 1980
1979-80 Hart Jr. High

Math
Science

Facilitator(s)	School Grade	Subject Area(s)

MONTH	UNITS/TOPICS-OBJECTIVES STRATEGIES/ACTIVITIES RESOURCES
SEPT Math/Science	UNIT/TOPICS - Introduction to the G.A.T.E. program OBJECTIVE(s) - The children will become acquainted with the objectives and materials involved in the program. STRATEGIES/ACTIVITIES - Large group discussions, leadership activities recordkeeping on self-awareness, exposure and recognition of math/science equipment and terminology. Students will be assigned folders to record personal progress data. Students will brainstorm places and related activities of interest. Teacher will preassess students' knowledge and exposure to math/science equipment and terminology. RESOURCES - Folders, protractors, microscopes, compass, metric measuring devices, test tubes, etc.
Note: Parent/Teacher Student confence on what is expected and offered. (First School Week)	

MONTH	UNITS/TOPICS-OBJECTIVES STRATEGIES/ACTIVITIES RESOURCES
OCT Math/Science	UNIT/TOPICS - Critical thinking OBJECTIVE(s) - Given a topic, the students will demonstrate critical thinking as shown in their ability to: critique math/science related materials and articles (skylab, metrics, gas shortage); debate math/science issues; and evaluate math/science books and current movies. STRATEGIES/ACTIVITIES - Students will be directed to select at least one area of interest, and present their views after documented research in a pro vs. con approach. Based on the presentations, those students listening will evaluate the presentations.
Visit from gate office	RESOURCES - Magazines, newspapers, text, media

Please Note: Objectives and strategies are for the most part general and can be applied to the specific objectives in the curriculum. Those which could not be generalized are separated and identified as such.

GIFTED AND TALENTED EDUCATION PROGRAM

Yearly Action Plan
September 1979 - June 1980
1979-80 Hart Jr. High

Facilitator(s)

Math
Science
Subject Area(s)

MONTH	UNITS/TOPICS-OBJECTIVES STRATEGIES/ACTIVITIES RESOURCES
MAY	UNIT/TOPICS - 1) "Shaping up" 2) "Weather or not" OBJECTIVE(s) - 1) Given several polygons of 3-10 sides, the students will be able to identify, construct and compute for the area and perimenter with 80% accuracy. 2) Having viewed films, discussed them and researched topics of interest, these students will be able to describe the kinds and effects of weather on man and industry. STRATEGIES/ACTIVITIES - 1) Teacher will associate the prefixes of polygons to other words with common prefixes (tri-, quad-, oct-, etc). Following instruction, students will apply concepts and compute area and perimeter problems. 2) Teacher will have students view films on the importance and effects weather (precipitation, drought, wind, atmosphere, gases, etc,) has no man and industry. RESOURCES - 1) Curriculum guide, polygonal figures and regions, objects in class, tiles, carpet swatches, etc. 2) Films, trips, mentors

MONTH	UNITS/TOPICS-OBJECTIVES STRATEGIES/ACTIVITIES RESOURCES
JUNE ath/Science	UNIT/TOPIC - "Winding up" OBJECTIVE(s) - Students will evaluate (ongoing) along with the teacher, their progress and continuation in the program. All projects should be complete. STRATEGIES/ACTIVITIES - All folders (self-assessments), tests and projects will be evaluated by the teacher. Student/Teacher/Parent conferences to discuss students' future (summer) pursuits. RESOURCES - Checklists, Assessments, Projects, Parents and Counselors.

APPENDIX F

Sample Page from an Instructional Plan
for the First Nine Weeks of School

Unit Title: "YOU ARE WHAT YOU ARE" WEEK SEVEN

OBJECTIVES:

The student will analyze and interpret autobiographical writing and be able to discuss specific events or feelings mentioned in writings and make inferences about the personalities of the writers from indications given in the excerpts.

The student will determine personality traits or attitudes that he likes by

- evaluating day book entries for personality traits and attitudes;
- writing a description characterizing him or herself on the basis of the evaluation.

Given selections students will use appropriate dialect words.

Given a recording of selections, pupils will distinguish dialectical differences in pronunciation.

Given a series of writings, pupils will use the correct personal pronoun forms by completing sentences

Pupils will distinguish between narrative and lyric poetry

PROJECT OBJECTIVE:

To provide differentiated instruction based on Bloom's taxonomy
To provide pupil with opportunity to receive and react
To develop the ability to think on higher levels

To provide for differentiated instruction through prescriptive teaching based on learning styles and weaknesses and strengths

ACTIVITIES:

Keeping day books
Writing descriptions of self
Making lists of dialect works
Making a dialect map
Interviewing a community resident to make a report on place and words used
Working at learning centers on particular diagnostic needs

MATERIALS:

Day Books
Recordings of speech
Human resources in the community
Poetry

EVALUATION:

Has each student kept a day book?
Have students interviewed members of the community?
Can students assess self and find activities suitable at learning centers?

APPENDIX G

Description of Projects

GIFTED/TALENTED EDUCATION PROGRAM

School Year 79-80

Pilot Projects for Academically Gifted Students

SCHEDULE	SCHOOL	REGION	GRADE LEVEL	NUMBER OF STUDENTS	NUMBER OF TEACHERS	ACADEMIC AREA	ABSTRACT
Mon - Fri 9:00 - 12:20	Hart JHS	I	7 - 8	42	4	Math/ Science	An accelerated/enrichment program in math and science emphasizing the development of independent thinking skills through investigative and problem solving experiences
Wed - Thurs 1:15 - 2:45	McGogney ES	I	K - 4		2	Lang. Arts	A program in Language Arts that utilizes a Language Arts exploration Center to provide differentiated and individualized instruction.
Daily Modules	Bancroft ES	II	K - 4	51	11	Science/ Communi-cations	A science and communications program that expands the process approach curriculum (SAPA II) used for instruction in the science component and integrates all other academic areas.
Mon - Fri 9:55 - 12:25	Jefferson JHS	II	7 - 8	39	2	Lang. Arts & Math	A cognitive-process instructional program designed to emphasize creative and critical thinking in language arts and math through individualized and contractual teaching.
Mon - Fri 9:10 - 2:10	Fletcher-Johnson Ed. Center	III	7 - 8	36	3	Lang. Arts	The "Peer Produced Television Program" will provide a mediated approach to creative writing and speaking incorporating English, and music..
Tues, Wed, Thur :00 - 3:00	Harris ES	III	K - 4	33	3	Math/ Science/ Lang. Arts	"A Mediated Approach to Mathematics, Science and Literature" offers an interdisciplinary approach using multi-media strategies to solve problems found in mathematics, science and literature.
on, Tues, hur :00 - 11:30 :30 - 2:15	Bryan ES	IV	K - 4	26	6	Lang. Arts	"Project Stretch" is an activity centered program that focuses on language arts.
F 9:20 -2:55 F 9:00 -10:40 W, F, 10 - 10:50 es & Thur 9-10:00	Stuart JHS Terrell JHS Eliot JHS	IV IV IV	7 - 8 7 - 8 7 - 8	42 37 52	3 3 3	Science/ Music English Journal Math	"Tri Set" presents a three-school consortium approach to promoting excellence in science music, mathematics, English and journalism.
- Fri	West ES	V	K - 4	24	2	Math/ Science/ Lang. Arts Soc. Stu.	A differentiated curriculum approach to enrichment in all major academic areas.
- Fri 5 - 12:30 0 - 3:00	Garnet Patterson JHS	V	7 - 8	17	3	English Math/ Science	"The Forgotten Children: The Gifted" will focus on developing creative and critical thinking as well as the transferral and application of learning in English, math and science to other areas.
- Fri - 12:30 - 3:00	Langley JHS	VI	7 - 8	41	4	English Math/ Science Soc.Stu.	"The Gifted: A Consumer and a Producer" is geared to the development of a positive self image, creative and critical thinking, and the exploration of career opportunities by focusing instruction in math, science English and social studies.
- Fri - 3:00	Emery ES	VI	K - 4	38	1	Science Soc. Studies	"An Enrichment Program for Gifted and Talented Students" is a pull out multi-disciplinary multi-age class in science and social studies.

APPENDIX H

Schedule of Staff Development
Activities 1979-80

GIFTED/TALENTED EDUCATION PROGRAM

SY79-80 Training Activities

ACTIVITY	Objective Supported	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Jun
Course: Stretegies for Individualizing for the G/T		5-7											
SY79-80 Planning Worksessions for Pilot Project Teams		9-13											
Tuition for Course: Teaching the G/T (Trinity College)		9-18											
Half-Day Coordinators Meetings				6	9		11		26		13		5
First Annual G/T Conference (D.C.)						10							
Course: Instructinal Differentiation for the G/T (extended period,bi-monthly meetings)						15		17,31		13		13	
Workshop: Introduction to G/T						Reg 3			Reg 5 & Archdiocese,	Reg3 D.C.			
Workshop: Identification of G/T										Reg3 & Archdiocese,	D.C.		
Workshop: Differentiating Instruction											Reg 3 & Reg 5 Archdiocese,	& D.C.	
Course: Practicum in Teaching the G/T													28-

APPENDIX I

Sample Monitoring Record

GIFTED/TALENTED EDUCATION PROGRAM
FIELD EVALUATION

Program Site_____ Region_____ Area_____

Teacher(s) observed_____

Date of visitation_____ Grade level_____

Monitor_____

Instructional Program	YES	NO	Conference Needed
1. Conducts group discussions skillfully			
a. Teacher withholds own ideas and conclusions	____	____	_____
b. Teacher encourages participation of all students in discussion	____	____	_____
2. Selects questions that stimulate highest level of thinking.			
a. Teacher uses questions that encourage students to draw analogies & think critically	____	____	_____
b. Teacher encourages students to ask analytic questions	____	____	_____
3. Gives appropriate encouragement to pupils			
a. Teacher gives praise when deserved	____	____	_____
b. Teacher recognizes outstanding creative and/or scholarly performance	____	____	_____
4. Evidence of a systematic evaluation of program			
a. Teacher evaluates the program systematically and makes changes in light of the evaluation	____	____	_____
b. Teacher evaluates student's progress	____	____	_____
c. Teacher diagnoses student's strengths and weaknesses and adjusts student's program accordingly	____	____	_____
5. Teacher uses differentiated curriculum			

Explain:

_____

_____

_____

	YES	NO	Conference Needed
6. Presents activities that challenge and stimulate the student's higher level of thinking			
a. Teacher voices the kind of assignment to the learning abilities and interests of the student	____	____	_____
b. Teacher emphasizes concepts and does not drill or rate memory activities	____	____	_____

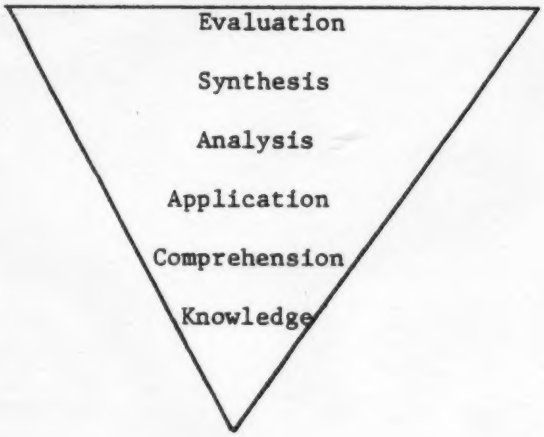
Give example

_____

_____

_____

Check levels of Bloom's taxonomy observed in lesson



_____

_____

_____

_____

_____

_____

APPENDIX J

Sample Status Report

April 18, 1980

Ms.
Principal
Elementary School
Washington, D.C.

Dear Ms.

This communication is designed to provide a program status report. Though it is late in the school year, we trust that it will allow you to direct your program focus for the last two months of the school year.

Instructional Program

Both before and after the new year the program staff assessed the instruction of students as being of the highest quality. Your teaching staff tended to integrate higher levels of cognition and process skills into the instructional area.

Recordkeeping and Internal Evaluation

Though records to this office have been submitted, most often, however, reminders have been necessary to expedite this process. There is documentation of attempts to individualize instruction and to internally assess the program's instructional efforts.

Attempts to Upgrade Staff Potential

Some project staff have not been involved in workshops designed to upgrade competence in gifted education. Others are consistently involved. Given the high quality of the instruction and the teaming efforts at your school it is hoped that team members involved in training efforts disseminate information within the school.

Dissemination and Community Involvement

"Happygrams" as well as a newsletter have been the strategy for dissemination of information to parents. Utilization of community persons within the program has supported the instructional component.

Recommendations

Attempts should be made to plan for the SY 1980-81 program. Consider a scheduling design that will cover grades K - 6 and staffing plans to include mathematics. Please work on a timely submission of records to this office.

Please contact me on 673-7054 if there are any questions regarding this update.

Sincerely,

Patsy Baker Blackshear, Ph.D.
Coordinator

PBB:yv

cc:

APPENDIX K

Evaluation Form Used at
Staff Development Sessions

GIFTED/TALENTED EDUCATION PROGRAM

SESSION EVALUATION

Presenter(s) _____ Date _____

Check the appropriate box to the right of the question using the scale 1-5, 5 high, 1 low.

	5	4	3	2	1
1. Were the objectives of this session made clear?	☐	☐	☐	☐	☐
2. Were the objectives of this session achieved?	☐	☐	☐	☐	☐
3. Were the concepts presented in such a way that they were easily understood?	☐	☐	☐	☐	☐

Answer all of the following which are appropriate to today's session.

1. How will your general behavior change as a result of today's session?
2. How will your teaching behavior change as a result of today's session?
3. How might you use concepts which you learned in today's session in your classroom?
4. What recommendations for future sessions do you have?

Adapted from: Renzulli, J.S., & Ford, B.G. Movement Education for Handicapped Children. Storrs: The University of Connecticut, 1974.

APPENDIX L

Analysis of Staff Development
Sessions' Evaluation Data

GIFTED/TALENTED EDUCATION PROGRAM

SESSION EVALUATION

(Summary)

N=92*	Very High Degree (5)		High Degree (4)		Average (3)		Low Degree (2)		Very Low Degree (1)	
	#	%	#	%	#	%	#	%	#	%
1. Were the objectives of this session made clear?	74	80%	18	20%	0	-	0	-	0	-
2. Were the objectives of this session achieved?	70	76%	19	21%	3	3%	0	-	0	-
3. Were the concepts presented in such a way that they were easily understood?	75	82%	13	14%	3	3%	0	-	0	-

* There was one "No Response" on question 3.

APPENDIX M

Sampling of Student
Achievement Data

Results of the CTBS from
Samplings of Gifted/Talented
Students in Grades 1-4 and 7-8

N=83

Number in Sample	Grade Levels	Subject	Pretest, Fall 1979			Pretest, Spring 1980		
			Mean Expanded Standard Score	Grade Equivalent	Percentile	Mean Expanded Standard Score	Grade Equivalent	Percentile
10	1	Reading	232.40	1.5	78th	287.70	2.0	70th
10	1	Mathematics	242.60	1.5	74th	309.00	2.7	91st*
13	2	Reading	311.23	2.3	60th	351.00	3.1	66th*
11	2	Mathematics	312.09	2.7	77th	341.09	3.3	78th*
11	3	Reading	392.64	4.0	74th	433.27	5.1	77th*
11	3	Mathematics	353.55	3.5	67th	395.36	4.7	72nd*
2	4	Reading	345.50	3.0	29th	449.50	5.5	64th*
2	4	Mathematics	356.50	3.4	36th	417.00	5.2	65th*
42	7	Reading	512.43	7.6	56th	532.88	8.3	58th*
41	7	Mathematics	477.95	7.1	50th	523.73	8.8	64th*
5	8	Reading	544.20	8.7	57th	570.40	9.7	60th*
5	8	Mathematics	430.80	5.6	21st	517.00	8.5	48th*

* In 11 out of 12 grade samples (92%) posttest percentiles were higher than pretest.